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ABSTRACT

In 1983, a study was conducted to investigate the use of instructional television in Mississippi's junior colleges. The study involved two surveys. The first was a survey of media specialists at each of the 15 junior colleges, requesting information on the types of institutional support provided, the amount of hardware and software available on campus, the kinds of usage that television had on campus, contact with the Mississippi Authority for Educational Television, and perceived needs for the effective utilization of television. In the second survey, a random sample of 450 faculty members at these institutions were asked to provide information on their use of television for instruction, utilization of the media center, factors influencing their use of instructional television, perceived needs, and personal and institutional characteristics. Study findings, based on responses from all 15 of the media specialists and 364 of the faculty members, included the following: (1) television was used for instruction on 13 of the campuses, and only 1 institution did not have television hardware available for faculty use; (2) 90% of the faculty felt that television was a valuable instructional aid, yet only 53% actually used television for instruction; (3) utilization of television was significantly related to the characteristics of the institutions in which the faculty member taught; and (4) teaching discipline was also significant to teachers' use of television. Questionnaires and programming suggestions are appended. (HB)

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UTILIZATION OF EDUCATIONAL TELEVISION FOR INSTRUCTION IN MISSISSIPPI PUBLIC JUNIOR COLLEGES

A Technical Report Submitted to the

Mississippi Authority for Educational Television

by

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CHAPTER 1

INTRODUCTION

Electronic technology, referred to as the "Fourth Revolution," is continuing to have a profound impact on education. It is predicted that by the year 2000, a significant amount of instruction in the nation's colleges and universities will be conducted with the aid of this informational technology (Keppel & Chickering, 1981). The use of television technology as an effective means of instruction has been widely accepted throughout the United States for more than 30 years (Dirr & Pedone, 1978). In the classroom, television is much more than a machine. It is a part of the entire teaching-learning process. Instructional television is designed to reinforce and enrich the process that already exists (Hilliard & Field, 1976). Research on the content variables of instructional television indicates that certain guidelines should be followed: simplicity of presentation and an interactive participation of some type from the students in the actual learning experience (Schramm, 1972).

The Corporation for Public Broadcasting, in conjunction with the National Center for Education Statistics, found that in the 1978-79 academic year, 71 percent of all of the nation's colleges and universities used television for some purpose. More public institutions

used television than did private institutions. Eighty-six percent of the positive respondents to the questionnaire used television for instruction. In some cases television was used to offer the entire course instead of the more traditional way as a supplement to classroom instruction. The remaining 14 percent of the positive respondents reported the use of television for noninstructional purposes such as counseling, outreach, promotion, and recruitment (Pipes, 1980).

The use of television in colleges and universities was described in The Chronicle of Higher Education as a dramatically expanding instructional method during the 1980-81 academic year. Colleges and universities tried to attract many nontraditional college-age students because the number of traditional college-age students was declining. With the expanded use of television instruction for continuing education, institutions have been able to attract students from many professional disciplines (Scully, 1980b).

In 1980 several developments contributed to an increased interest in instructional television by educators at postsecondary institutions. The National University Consortium for Telecommunications in Education began offering an undergraduate degree via television. A nation-wide "open university" set up by the University of Mid-America offered undergraduate and graduate programs via television (Watkins, 1982). The Central Education Network postsecondary council of representatives from higher education and public broadcasting was established to determine

the needs for telecommunications in its 10 Midwestern states (Scully, 1980b).

Cooperation among institutions is an important part of the successful use of telecommunications. Junior colleges have begun cooperative efforts in developing and marketing television courses through the American Association of Community and Junior Colleges (Scully, 1980b). The Center for Learning and Telecommunications was established in 1980 by a grant from the Carnegie Corporation. This Center serves as an educational assistant for higher education in the use of various telecommunications (Scully, 1980a). The Center is an objective source of information on the use of telecommunications for instruction at the post-secondary level (Kressel, 1982).

Even with the increased interest and enthusiasm for instruction by television, many higher education faculty members are hesitant to use it. Among the reasons cited for this resistance are job protection, lack of training, and conservatism (Keppel & Chickering, 1981).

The use of instructional television in Mississippi higher education is very limited. The junior colleges use the medium more than the four-year colleges and universities. Those institutions that do use television as an instructional medium generally have had to rely on programming which was designed for secondary education students. Some institutions have produced their own programs or have purchased programs from commercial vendors (Willie Tucker, personal communication, October 8, 1982).

The Mississippi Authority for Educational Television (MAETV) was created by state legislation and approved on September 30, 1969. The enacting statute states that MAETV was established to "provide educational and instructional, professional growth, and public service programs for the students and citizens of Mississippi" (Mississippi Code Ann., 1972, Sec. 37-63-1).

In 1975 MAETV began to offer television courses to the general public (Kicklighter, 1981). In cooperation with the state colleges and universities, college credit can be earned for these courses. Through the State Department of Education and local school districts, teachers can fulfill recertification requirements by means of some of these television courses. During the fall of 1983, seven courses were offered for college credit or teacher recertification. Sixteen state colleges and universites participated. Eight of these were junior colleges. In the fall of 1982, MAETV began broadcasting the General Education Development television series designed to help students pass the General Education Development (GED) Test (Telecourses, 1983).

Mississippi is just beginning to address the higher education audience through educational television. Generally, MAETV has developed programming in grade-level sequence from the first grade through the twelfth grade. The next sequence level is higher education. More emphasis on postsecondary programming is necessary if MAETV is to address the needs of higher education in Mississippi (Willie Tucker, personal communication, October 8, 1982).

Statement of the Problem

For a number of years various types of research have been conducted on the utilization and effectiveness of educational television in Mississippi elementary and secondary schools. The most recent survey showed that 83 percent of the students and 63 percent of the teachers viewed some educational programming provided by MAETV. A total of 120 series from the 1981-82 broadcast schedule were viewed. Ten of the 20 most viewed educational series were produced by MAETV. The aggregate totals of students and teachers utilizing educational programs were 1,620,753 students and 46,880 teachers. In Mississippi 78.5 percent of the public, private, state, and federal schools are equipped to receive and use instructional television (Kicklighter, 1982). Needs assessments have been conducted for elementary and secondary schools. Workshops and in-service training in the proper use of television are conducted frequently for these teachers. Each year all elementary and secondary schools are required to complete utilization summary charts which are a part of the state accreditation report (Willie Tucker, personal communication, October 8, 1982).

Only a very limited amount of information exists on the utilization of educational television as a part of course instruction in the institutions of higher learning in Mississippi. State colleges and universities are not required to report this information. Few workshops and in-service training programs are conducted for postsecondary faculty members. The utilization staff of MAETV keeps a log of the visits that

tney make. This log reflected that only a few contacts were made with higher education personnel. Review of MAETV request forms for print materials indicated that a few colleges and universities have made requests for schedule books, teacher's guides, and other materials. Analysis of these personal contacts and request forms indicated that junior colleges use educational television as a means of teaching a subject, but senior colleges seemed to use educational television as a "subject" to be taught. Several Mississippi junior college media specialists are on the MAETV mailing list and, therefore, periodically receive information about the programming schedule and other activities and services provided by MAETV (Willie Tucker, personal communication, October 8, 1982).

In Mississippi the only detailed statistics of television utilization available in the postsecondary area are those on telecourses. In August 1981, MAETV surveyed the students participating in telecourses. Although telecourses have been quite successful and widely accepted throughout the nation, a review of the data does not indicate this same utilization in Mississippi (Kicklighter, 1981).

A definite need exists for information about the utilization of educational television in Mississippi's postsecondary institutions. Junior college personnel have already shown more of an interest in using television for course instruction than senior college personnel have. The junior college level is the next sequential step in the present pattern of program development (Willie Tucker, personal communication,

October 8, 1982). This study addressed the present level of educational television utilization in course instruction and the television needs of the Mississippi public junior college personnel.

Purpose of the Study

The purpose of this study was to address the following questions:

1. What type of institutional support is given to Mississippi public junior college media centers?

2. How much television hardware and software are available in Mississippi public junior colleges?

3. Is television used for instruction and other purposes in Mississippi public junior colleges?

4. How much contact do Mississippi public junior college media specialists have with MAETV?

5. What do media specialists in Mississippi public junior colleges perceive as needs for the effective use of television?

6. How many Mississippi public junior college faculty members use or do not use television in some way as a part of their course instruction?

7. Is the use or non-use of television for instruction by these faculty members related to the amount of institutional support given to the media center?

8. Is the use or non-use of television for instruction by these faculty members related to the institution in which they teach?

9. Is the use or non-use of television for instruction by these faculty members related to the sex of the faculty members?

10. Is the use or non-use of television for instruction by these faculty members related to the age of the faculty members?

11. Is the use or non-use of television for instruction by these faculty members related to the highest degree held by the faculty members?

12. Is the use or non-use of television for instruction by these faculty members related to the discipline in which they teach?

13. Is the use or non-use of television for instruction by these faculty members related to their experience of having been taught by television?

14. Is the use or non-use of television for instruction by these faculty members related to their training in the use of television?

15. What services provided by the media center are utilized by Mississippi public junior college faculty members?

16. What other factors influence Mississippi public junior college faculty members in their utilization of television for instruction?

17. What do faculty members in Mississippi public junior colleges perceive as needs for the effective use of television for instruction?

Significance of the Study

Mississippi has just begun to use television as a part of instruction in higher education. The use of this medium could be as successful

in Mississippi as it has been in other states. If the data collected from this study of television utilization in the Mississippi public junior colleges are considered sufficiently representative, general conclusions and recommendations can be determined which might be applicable to other southern public junior college systems. The State Department of Education Junior College Division, the Board of Trustees of State Institutions of Higher Learning, and MAETV will all be able to use these findings. The information can be used to determine if MAETV should try to expand its postsecondary thrust. An expanded thrust would involve developing programs specifically designed for the postsecondary curricula and expanding the MAETV postsecondary staff to provide more research and utilization services. If college professors become more interested in the use of instructional television, more in-service instruction workshops will need to be developed to train these professors in the effective use of television. This study also examined whether MAETV was functioning as the central agency for the cooperative telecommunication efforts of the state's public junior colleges.

An increased utilization of television for instruction in Mississippi's public junior colleges could lead to increased interest and participation in telecourses. MAETV's expanded emphasis on postsecondary education could indirectly be a contributing factor in raising the educational level of many citizens.

This postsecondary emphasis could increase public awareness and public support of MAETV. MAETV has already received many national awards

for its excellence in programming for grades one through twelve. Several of these programs are shown throughout the nation (Where's the best place for viewers to be? n.d.). Similar recognition could be received for postsecondary programming developed by MAETV. Through these developments, Mississippi could improve its educational image throughout the state and the nation.

Limitations of the Study

The limitations of the study included the questionnaire itself, the integrity of the respondents, and the percentage of the responses received. Another limitation of the study was the assumption that the responses of this group were indicative of responses of all similar groups.

Delimitations of the Study

The study was delimited to the 15 public junior colleges in Mississippi. All media specialists or library directors in the Mississippi public junior colleges were contacted. The faculty members contacted were randomly selected from the lists of faculty members received from the academic deans or published in the current roster for each public junior college.

Theoretical Basis of the Study

Instructional theory has developed considerably during the last 30 years. These developments have generally occurred in five year intervals and have been based on technological advancements, societal

changes, and behavioral theories. In 1955 learning experiences were described as located on a continuum from concrete to abstract. The use of audiovisual materials was on the concrete end of the continuum. Edgar Dale's (1954) cone of experience model, which is divided into 10 stages from direct experience to abstract verbal symbols, supported the emphasis on the use of media for instruction. During this period, however, more emphasis was placed on the selection of the medium itself than on the learner's response. B. F. Skinner's (1968) influence on the use of audiovisuals during the early 1960s reversed this emphasis. Skinner advocated programmed instruction and teaching machines. Media specialists and teachers were cautious fearing that they might be replaced by these teacher-proof machines. By 1965 instructional system models had begun. These multimedia approaches began with the learners and their expected responses based on the instructional system used. These models left much of the structuring of learning to the student (Meierhenry, 1980).

During the following 15 years, the most important publication about the use of media for educational instruction was a Carnegie Commission on Educational Television report in 1967 entitled Public Television: A Program for Action. The emphasis of many educational television stations then shifted from instructional television programming to public television programming. During the late sixties and early seventies, students resisted any imposed authority. The humanistic theories of Carl Rogers and Abraham Maslow were prevalent. Technology was used

in instruction only if it encouraged self-discovery. During the period from 1975-1980, concern for the individual continued, but the humanistic principles were incorporated into the instructional systems. The Open University in Great Britain and the University of Mid-America in the United States emphasized the institutionalization of instructional television. The flexibility offered by the use of videotapes enabled instructional television to meet the individual needs of learners (Meierhenry, 1980).

In the 1980s, three interests of instructional developers are apparent. First, developers want to know more about learner characteristics. They are interested in developmental psychology, cognitive styles, and the effect that both of these have on instructional strategies and resources. Also explored are the differences in structure among disciplines and the effect these differences should have on instructional methods for students of different ages. The instructional environment, both physical and psychological, is the third interest. Factors that facilitate or hinder learning are being analyzed. With the wide-spread use of the microcomputer and the videodisc, interactive video should be the instructional medium of the 1980s (Meierhenry, 1980). However, the popularity and flexibility of videocassette tape caused RCA to suspend the production of the videodisc in April, 1984 (Pauly, 1984).

Several statements have been formulated about media instruction. The technology of transmission, the content, and the symbolic code

differ with all types of media. The technology of transmission in itself has little impact on learning. Content has more impact. The symbolic code of the message affects learning most dramatically. Codes have the most effect because they call upon the various ways of processing information which cause learning to take place. The cognitive effects of media interact differently when differences in the mental skills of the learners must be counteracted. For effective use of media instruction, the learning tasks and the mental skills need to be matched. Consequently, media instruction is most effective when the symbolic codes affect the cognitive skills that are important to the performance of the learning task and when the codes are matched to the student's mental abilities. The use of media does affect the minds of students. Television in particular supplants the mental skills of the student rather than just calling on the skills. This visual supplanting facilitates learning and cultivates relevant mental skills (Salomon, 1977).

Numerous experiments conducted by Chu and Schramm (1967) showed that television was an effective medium of instruction for children and adults. Research indicated that in several situations instructional television had not only matched the present level of learning but had raised the level of learning from what it was under the existing traditional instruction. In some cases almost all of the instruction was done through television. Students in a basic speech course in Chicago Junior College received their instruction entirely from television

except for two or three class meetings on campus a year. Studies indicated that on the average, these students consistently did as well or better than the students taught by traditional methods. Findings indicated, however, that college students did not score any higher on written finals when taught German by closed-circuit television rather than by conventional means, but these students did perform significantly better in aural and reading comprehension than those taught by traditional methods. Test scores of college students taught human biology by instructional television were compared to the scores of college students taught human biology by conventional methods. The students taught by television scored significantly higher than the traditionally taught students.

Instructional television teaches effectively. It allows good teaching to be shared. If affords numerous resources and vicarious learning experiences to those who otherwise would not have these. It extends the opportunity of learning to adults and children alike who may not be served by the present school systems. Television can and should be used with confidence (Chu & Schramm, 1967).

Definition of Terms

An understanding of the following terms aids in the clarification of the study:

Community Antenna Television

Community Antenna Television (CATV) or Cable television refers to a

system with one master antenna which feeds an entire community with broadcast and closed-circuit programs via coaxial cable (Weiner, 1973).

Closed-Circuit Broadcasting

Closed-circuit broadcasting (CCTV) refers to broadcasts which are transmitted to a definitely prescribed area in such a way that conventional receiving sets cannot pick them up (Gordon, 1965).

Edit

Edit refers to a selective process by which one deletes material inappropriate to the finished product. Videotape editing may be done with the camera, in person, or by electronic means (C. Rogers, 1982).

Educational Television

Educational television (ETV) refers to any sort of educational video programming presented for any serious purpose or in an attempt to teach something to someone (Gordon, 1965). Throughout this paper educational television will be used interchangeably with instructional television.

First Generation

First generation is the original recording of a taped segment. The first time a signal is recorded on tape, it is called the first generation. Each subsequent recording of the already recorded segment will be one generation removed (C. Rogers, 1982).

Hardware

Hardware refers to equipment as distinguished from materials known as software (Bretz, 1971).

Institutional Support

In this study institutional support consists of three criteria: full-time or part-time professionally trained staff members, a separate budget for the media center, and classrooms designed for media presentations. All three criteria must be met for full institutional support; two for moderate support; one for fair support.

Instructional Television

Although distinctions are usually made by media specialists between educational television (ETV) and instructional television (ITV), throughout this study the terms will be used interchangeably.

Interactive Technologies

Interactive technologies are those technologies that permit at least some form of two-way communication. They may be visual, audio, or print. The communication may be between people or between people and machines (Lewis, 1983).

Kinescope Recording

A kinescope recording refers to a system for recording television sound and image on photographic film. It consists of a film camera

focused on a kinescope television picture tube. The result is an ordinary motion-picture film which can be projected on a screen or transmitted by television in the normal manner (Bretz, 1971).

Network

Network in reference to telemedia refers to a series of reception, display, or redistribution points that are interconnected so that they may simultaneously share the same programs (Bretz, 1971).

Open-Circuit Broadcast

Open-circuit broadcast refers to conventional broadcasts transmitted over one or more of the frequencies assigned to a given area (Gordon, 1965).

Portapac

Portapac is a portable videotape recorder equipped to operate on AC power or on battery power in remote locations (C. Rogers, 1982).

Software

Software in reference to telemedia refers to transmitted programs and messages as opposed to equipment known as hardware (Bretz, 1971).

Teacher Recertification Telecourse

Teacher recertification telecourse refers to a non-college credit course that teachers may take to fulfill some of the requirements for certification renewal (Telecourse, 1983).

Telecommunication

Telecommunication or telemedia refers to telegraphic or telephonic communication of sounds, images, or signals (Page & Thomas, 1980).

Telecourse

Telecourse refers to a college credit course offered via television (Telecourse, 1983).

Ultra High Frequency

Ultra high frequency (UHF) refers to channels 14 through 83 (Weiner, 1973).

Utilization

Utilization refers to the use at the receiving end of a media system. Utilization of communication in an instructional system refers to the manner in which an instructional program is integrated into the whole instructional system; that is, how it is coordinated with other instructional activities (Bretz, 1971).

Very High Frequency

Very high frequency (VHF) refers to channels 2 through 13 (Weiner, 1973).

Videodisc

A videodisc is a thin plastic disc that resembles a phonograph record. It can contain both audio and video information. With this technology one can control the speed of the video frames, access any of the many thousands of the potential still frames within seconds, use two separate audio tracks, and link the videodisc to a microcomputer (Lewis, 1983).

Videotape

Videotape refers to thin (0.5 to 1.5 mils) acetate or mylar tape of various widths (normally between 1/4 inch and 2 inches) coated with magnetic material. This tape is used to record, store, and play back video and audio information (Bretz, 1971).

Videotape Recorder

A videotape recorder (VTR) refers to a device that transfers video, audio, and sync information onto video tape for later playback (Weiner, 1973).

Design of the Study

These procedures were followed in order to achieve the purposes of this study:

Preliminary Steps

A review of the literature relating to the use of educational television in postsecondary education in general and junior colleges in

particular was conducted. A computer search was made to facilitate the review process. The researcher concentrated on the available literature from the last 30 years. Personal contact was made with several staff members of the State Department of Education Junior College Division and MAETV to encourage their interest in this study and elicit their cooperation. This study was endorsed by the Mississippi Junior College Association which is composed of the presidents of all the state's public junior colleges.

Participants in the Study

The media specialists of all 15 Mississippi public junior colleges were surveyed. If a junior college did not have a media specialist, the library director was contacted. The names of these participants were provided by the State Department of Education Junior College Division. A current faculty roster for each of the 15 public junior colleges was obtained from each junior college academic dean. From these lists a separate random sample was taken for each junior college. A minimum sample of 450 was expected for this study.

Some Mississippi public junior colleges have multiple campuses. If each location had a separate library, the media specialist or library director of each campus library was contacted. The random samples of junior college faculty members were made from the institution as a whole. For the random sampling process, faculty members were not classified as academic, technical, or vocational.

Development of the Instruments

An appropriate instrument was requested from the Corporation for Public Broadcasting. This organization had previously compiled data from educators on the utilization of educational television in post-secondary education. Necessary modifications were made in order to tailor some of the items to educators in the Mississippi public junior colleges.

These items were added to the original instruments constructed by this researcher. Two instruments were constructed, one for the media specialists and one for the faculty members. The first part of both instruments solicited descriptive data from the respondents. Information was requested about the respondent's educational background, experience, and training in the use of educational television. Both groups were asked about the television hardware and software needs on their campus. The media specialists were then asked questions concerning the amount and type of hardware and software available; the amount and nature of the usage of the materials; the organizational structure of the media services; and their amount, type, and participation in cooperative efforts for media usage that exist on their campus, in the state, in the region, or in the nation. Faculty members were asked questions concerning how often television was used in their instruction and the manner in which it was used. Both instruments elicited the respondent's general attitude about the use of educational television. Some items were included solely for the use of MAETV. Both

instruments included the necessary instructions and clarification of terms. The instruments were designed to be self-administered. Neither should have taken longer than 15 minutes to complete.

Pilot Study

The content validity of the original instruments and the modified items from the Corporation for Public Broadcasting instrument was established. The content was reviewed initially by Savan Tynes Wilson, Director of Education for MAETV; Dottie Kicklighter, Coordinator of Research and Evaluation for MAETV; Miriam Gibson, Coordinator of Postsecondary Education for MAETV; Willie Tucker, Coordinator of Utilization and Support Services for MAETV; and Bobbie Collum, Supervisor of Instructional Television for MAETV.

The instruments were pilot tested at two public junior colleges in Alabama and one public junior college in Florida. These three junior colleges were selected because of their similarities to public junior colleges in Mississippi. Media specialists and a random sample of faculty members responded to the questionnaires.

Data Collection

Each member of the sample for the study was sent a packet containing a letter of transmittal; a letter of endorsement from MAETV; a copy of the appropriate instrument; a self-addressed, stamped postcard; and a self-addressed, stamped envelope. The packets were mailed to the participants on October 7, 1983. The return date for the completed

instruments was October 21, 1983. Each participant was asked to sign and return the enclosed postcard in order for the researcher to identify the respondents and the non-respondents. To insure as large a percentage of respondents as possible, a follow-up letter was sent to non-respondents on October 23, 1983. Further follow-up correspondence was necessary. The other requests for participation were mailed November 8, 1983, and November 15, 1983. On-campus personal contacts were conducted at one junior college on December 6, 1983. Personal interviews were conducted on seven campuses during June, 1984.

Data Analysis

Data analysis began after December 16, 1983. A computer was used to facilitate the analysis of the data received. Data from the questionnaires were presented separately for the media directors and for the faculty members. Data pertinent to different campuses of the same junior college were described collectively as data pertinent to that institution as a whole.

Whole numbers and percentages were used to describe the data. The chi-square test for independence was used to test eight hypotheses formed from the research questions. The Yates correction formula was used for two by two cells. The level of significance was set at .05. Tables also were used in the presentation of the data.

Conclusions and Recommendations

Conclusions concerning the utilization of television for instruction in Mississippi public junior colleges were drawn. These conclusions involve the nature and extent of usage, the attitudes about usage, and the hardware and software needs for such usage. Recommendations concerning these conclusions were made.

CHAPTER 2

METHODOLOGY

In Chapter 3 the procedures and methods used in acquiring the data for this study are explained. The discussions include: Design of the Study, Participants in the Study, Development of the Instruments, Pilot Study, Collection of the Data, and Treatment of the Data.

Design of the Study

This study was designed to ascertain the extent of the utilization of television as a part of regular course instruction in Mississippi public junior colleges. The utilization was related to several factors of influence. It was further designed to record the perceived educational television needs of Mississippi public junior college personnel. Assistance and endorsement were obtained from the State Department of Education Junior College Division and from the Mississippi Authority for Educational Television.

Participants in the Study

The media specialists of all 15 Mississippi public junior colleges and their branch campuses were surveyed. The list of these media specialists was obtained from the Office of the State Department of Education Junior College Division. By including branch campus media

specialists, a total of 18 media specialists were surveyed. The Junior College Division also provided the researcher with a list of the academic deans from each junior college. A current roster of all faculty members was obtained from the academic deans. When no response was received from the academic dean, the list of faculty members in the current junior college catalog was used. The total teaching faculty population was 1,672. Based on a population of 1,600 to 1,700, a minimum sample of 313 was necessary (Isaac & Michael, 1981). To assure the minimum response, 450 faculty members were included in the sample. Stratified random selection was employed. The faculty total for each junior college was divided by the faculty grand total to determine what percent of the faculty grand total population was represented at each junior college. This same percent was used with the faculty sample total to determine how many faculty members from each junior college were to be included in the sample. The faculty members were then randomly selected from the complete faculty roster of their respective colleges. A minimum faculty response rate of 70 percent from each junior college was the desired goal in order for the data to be included in the study. A 100 percent return rate was required of the media specialists. The desired percentages were achieved.

Development of the Instruments

Appropriate instruments were developed for each survey group. Most of the items on both instruments were original. Occasionally modifications of items from the Corporation for Public Broadcasting

Survey on 1978-79 Television Uses by Two-Year Colleges were used with permission. The Questionnaire for Media Directors contained twenty items (see Appendix A). Information was requested about the media center facility itself and about the hardware and the software available. For those colleges where television was used for instruction, the media specialists were also to respond to items soliciting information concerning the amount of utilization, the types of outlets used, the organization of the center, the services provided by the center, the type of support received, and the perceived needs that would help to improve utilization. The Questionnaire for Faculty Members consisted of fifteen items (see Appendix B). Demographic data concerning sex, age, teaching discipline, degrees held, and the amount of experience and training in the use of educational television were requested. Those faculty members who did use television as a part of their course instruction were requested to answer items concerning how often they used television, how they used television, what type of assistance they received, and what they perceived as needs to improve the use of television. Some items on both forms required the respondent to circle the most used response when more than one response was allowed. Some items were included on the questionnaires solely to gather information for MAETV and were not reported in this study. Necessary directions and clarifications were included on each questionnaire. Both instruments were designed to be self-administered and to take no more than 15 minutes to complete.

Both instruments were professionally printed on goldenrod yellow

stock paper. Return envelopes and postcards to indicate that the response had been mailed were also goldenrod yellow. Studies have shown that there is a higher rate of return if the return envelope is goldenrod yellow or pink instead of white, blue, or green (Hoppock, 1976). The questionnaires were printed in columns on eight and a half by eleven inch paper. Neither instrument took more than both sides of one piece of paper to be printed. They were then folded which allowed them to fit in a number ten return envelope. A size eleven envelope was used for the outside mailing envelope so that all of the information fit into the package without having to be folded unnecessarily. Before any instruments were mailed, the content was reviewed by Savan Tynes Wilson, Director of Education for MAETV; Dottie Kicklighter, Coordinator of Research and Evaluation for MAETV; Miriam Gibson, Coordinator of Postsecondary Education for MAETV; Willie Tucker, Coordinator of Utilization and Support Services for MAETV; and Bobbie Collum, Supervisor of Instructional Television for MAETV. These instruments were developed during July and August 1983, and were reviewed during August and September, 1983.

Pilot Study

To establish the content validity of these original instruments, a pilot study was conducted in September, 1983. Two public junior colleges in Alabama and one public junior college in Florida participated in the pilot test. These colleges represented small, medium, and large junior colleges in rural and metropolitan areas. All three media

specialists and a random selection of the faculty members from each of the three schools participated. Each participant received a copy of the appropriate questionnaire; a stamped, self-addressed return envelope; a stamped, self-addressed postcard; a cover letter explaining the study and soliciting cooperation; and a copy of a letter of endorsement from F. Lee Morris, Executive Director of MAETV. To insure a high rate of response, a free gift was sent to each respondent whose questionnaire was returned by Friday, September 23, 1983. No follow-up letters were sent. A letter of appreciation was mailed to all participants who had responded by September 23, 1983. A response rate of over 70 percent was received from each of the three schools. Where necessary, minor revisions were made in the instruments as a result of the information received from the pilot study.

Collection of the Data

On October 7, 1983, packets were mailed to 18 Mississippi public junior college media specialists and 450 randomly selected Mississippi public junior college faculty members. The packet consisted of a letter of transmittal; a letter of endorsement from F. Lee Morris, Executive Director of MAETV; a copy of the appropriate questionnaire; a stamped, self-addressed return envelope; and a stamped, self-addressed postcard to be returned to indicate that a response had been made yet permitting anonymity of the respondent. The first follow-up packet was mailed on October 24, 1983.

A second follow-up packet was mailed on November 8, 1983. After the second follow-up, a 100 percent rate of return was achieved from the media specialists. Not having received the required rate of return from faculty members at each junior college, a third follow-up packet was mailed on November 15, 1983. By December 1, 1983, one junior college had not achieved the necessary response rate. On December 2, 1983, a fourth follow-up consisting of a Christmas card with a personal note, another copy of the questionnaire, and a stamped, self-addressed return envelope was mailed to the nonrespondents from that junior college. This last mailing was reinforced by the researcher's personal, on-campus visit with the nonrespondents on December 6, 1983. By December 16, 1983, a faculty response rate of over 70 percent had been received from all 15 Mississippi public junior colleges. Additional information was collected in personal interviews at seven junior colleges during June, 1984.

Treatment of the Data

Demographic information regarding sex, age, teaching discipline, and highest degree held was collected from the faculty respondents. This information was coded into a computer. The descriptions of the data were discussed as whole numbers and as percentages. They were also presented in tabular form.

The chi-square test for independence with the Yates correction formula was incorporated to test eight of the research questions. These eight questions were rewritten as null hypotheses. The chi-square test for independence was used to determine the relationship

of the utilization of television as a part of regular course instruction by the respondents to the independent variables. These variables included the amount of institutional support given to the media center and each respondent's institution, sex, age, teaching discipline, highest degree held, type of educational experience with television, and training received in the use of television. Where a two by two matrix occurred, the Yates correction formula was incorporated. The level of significance was set at .05. Information was described in paragraph style and in tabular form. Percentages, totals, and the chi-square level of significance were indicated.

CHAPTER 3

ANALYSIS OF DATA

One of the purposes of this study was to identify the resources available in the Mississippi public junior colleges for the effective use of educational television. Most of the information was acquired by surveying the media specialist at each of the junior colleges. Another purpose was to ascertain whether junior college faculty members used educational television as a part of their course instruction. Other purposes of the study were associated with factors related to why faculty members used television for instruction and how faculty members used television for instruction. The media specialists and the faculty members also indicated items they perceived as needs for the effective use of educational television on their campuses.

The first section of this chapter is a presentation of the descriptive data collected from the media specialists. Information related to institutional support, the type of hardware and software available, the amount of hardware and software available, and the kinds of services provided by the media center are discussed. The needs for the effective use of television as perceived by the media directors are indicated. The data are presented as whole numbers and as percentages. Where patterns exist, they are discussed.

The second section of the chapter is an analysis of the data collected from the faculty members. Information showing the use or non-use of television for instruction by faculty members is discussed. A chi-square test for independence was applied to the relationship of the use or non-use of educational television by faculty members to eight independent variables. The data are presented as whole numbers and as percentages.

The third section of the chapter presents the data related to other factors influencing faculty members in the use of educational television. The needs for the effective use of television as perceived by all faculty members are indicated. The last section presents interview data.

Descriptive Data for the Media Center

Media directors for the main campus and for branch campuses of the junior colleges received a questionnaire. Data were received from all 18 media directors who had been mailed a questionnaire, a 100 percent rate of return. Although information was received from three branch campus media directors, the data used in the study were compiled for each of the 15 Mississippi public junior colleges as a whole. In three other instances, the information received concerning the amount of hardware and software available was incomplete. Data for these three institutions were then obtained from the Mississippi Public Junior College Library Survey, July 1983 Update.

The operational definition of institutional support in the study involved three criteria: full-time or part-time professionally trained

staff members, a separate budget for the media center, and classrooms designed specifically for media presentations. Full institutional support required that all three criteria were met. Moderate support indicated that two of the three criteria were met. Fair support meant that only one criterion was met.

The information from the questionnaires indicated that all media centers of the Mississippi public junior colleges received some institutional support. Eight institutions gave full support; four institutions gave moderate support; and three institutions gave fair support. Only one media center had no full-time or part-time professionally trained media staff members. One media center had 14 staff members, which was the largest media staff at any of the institutions. Six of these staff members were full-time, professionally trained media specialists. Four media centers had only two staff members. Of these four, only one media center had no professionally trained staff members. It had only two non-professional, part-time staff members. One media center had only one staff member, but this member was full-time and professionally trained. Six institutions did not have a separate budget for the media center. Twelve institutions provided rooms designed specifically for media presentations. Three institutions had no such rooms. Information concerning the three criteria of institutional suppport is presented in Table 1.

Educational hardware and software were available at 14 of the 15 institutions. The most television sets available at an institution were 109. The fewest sets available at an institution were two.

Table 1

Areas of Institutional Support Given to Mississippi Public Junior College Media Centers

Institution	Staff				Separate Budget		Media Rooms	
	Prof.		Non-Prof.					
	Full	Part	Full	Part	Yes	No	Yes	No
A	6	1	3	4	X		X	
B	1		3	3	X		X	
C	3				X		X	
D	2		2			X		X
E	2			5		X		X
F	2	1	2		X		X	
G	1			1		X	X	
H	1		4	4	X		X	
I	1		1	1	X		X	
J	2					X	X	
K	2		3	1		X	X	
L	2		5	1	X		X	
M	1		1		X			X
N				2		X	X	
O	1				X		X	

One institution had more than 2500 hours of videotape in its library; another had more than 1500 hours. Five media specialists indicated that they did not have any videotapes in their library. No media center had a videodisc player. The data collected on the amount of hardware and software available at each institution are presented in Table 2.

At institutions where television sets were available, the ratio of teaching faculty members per television set varied from three faculty members for every one television set to a ratio of 16 teachers for every one television set. The ratios of television sets per teaching faculty members are presented in Table 3.

Only two media specialists indicated that television was not used at all for instruction on their campuses. No one stated telecourses to be the only instructional use of television at the institution. Twelve specialists noted that television was used as an instructional aid by the teacher as a part of the regular classroom presentation. Ten specialists indicated that television was used as an instructional aid assigned by the teacher to be used at some time other than the regular classroom period. Promotion and recruitment were the greatest noninstructional uses of television. Data on the various uses of television on the Mississippi public junior college campuses are shown in Table 4.

Of those 13 media specialists stating that television was used for instruction, 11 stated that they were in contact with the Mississippi Authority for Educational Television (MAETV) during a semester. Of

Table 2

Amount of Hardware and Software Available at Mississippi Public Junior College Media Centers

Institution	TV Sets	Video Recorders	Video Players	Studio Camera	Portapac Camera	Wide Screen Equipment	Videodisc Player	No. of Hours of Videotapes
A	38	14	24	4	3			1664
B	40	16	6	3	2			800
C	5	1	1					100
D	10	11	2		1			
E	5	4	1	1				256
F	9	5	3	1	1			300
G	10	4	7	1	1			
H	39	15	11	5		1		750
I	2	1	1		1			
J								
K	7	6	2					
L	109	20	51	11	3			2650
M	38	19	5	4	1	1		200
N	10	2	4	2	1			250
O	13	4	8	2	1			150

Table 3

Ratio of Television Sets to Faculty Members in Mississippi Public Junior Colleges

Institution	TV Sets : Faculty
A	1:6
B	1:3
C	1:10
D	1:7
E	1:13
F	1:15
G	1:6
H	1:4
I	1:12
J	NA
K	1:16
L	1:4
M	1:3
N	1:5
O	1:4

Table 4

Types of Television Utilization in Mississippi Public Junior Colleges

Institution	No Usage	Tele-courses	Aid in Class	Aid out of Class	Remedial	Counseling	Recruitment/ Promotion	Staff Dev.	Outreach
A		X	X	X	X	X	X	X	X
B			X	X	X	X	X	X	X
C		X	X	X					
D			X						
E			X				X		
F			X			X	X		
G			X	X	X		X		X
H		X	X	X	X	X	X	X	X
I	X								
J	X								
K				X					
L		X	X	X	X	X	X	X	X
M			X	X			X		
N			X	X	X		X		
O			X	X					

those who were in contact with MAETV, eight were in contact only one to three times a semester. Only one was in contact with MAETV as many as seven to nine times a semester. This information is presented in Table 5.

The survey responses indicated that additional hardware, up-to-date hardware, and additional software were most often perceived by the media directors as needs for implementing the effective use of television for instruction. Eleven of the media directors listed additional hardware as a need. Four of these 11 directors indicated this deficiency as their greatest need. Eight indicated the need for up-to-date equipment. Four of these eight listed this as their greatest need. In regard to software, nine media specialists marked additional software as a need. Of these nine, two identified this as their greatest need. Five media specialists indicated that institutional support was a need. Yet, of these five institutions, three had been determined to have full institutional support based on the criteria used in this study. One media specialist added that copyright restrictions were of great concern. The data indicating perceived needs of the media specialists are presented in Table 6.

Usage Data from Faculty Members

The data concerning usage of television for instruction by faculty members were obtained from a questionnaire sent to a random sample of faculty members at each Mississippi public junior college.

Table 5

Amount of Contact with MAETV Each Semester by Mississippi Public Junior College Media Specialists

Institution	Not At All	1-3	4-6	7-9	10 or more
A		X			
B		X			
C		X			
D		X			
E			X		
F		X			
G		X			
H				X	
I	X				
J	X				
K	X				
L		X			
M		X			
N			X		
O	X				

Table 6

Needs for Effective Use of Television as Perceived by Mississippi Public Junior College Media Specialists

Institution	Institutional Support	Up-to-Date Equip.	More Equip.	Appropriate Programs	Appropriate Scheduling	More VC Tapes	Print Materials	In-Service Training	Media Rooms
A			X			X			
B				X	X	X			X
C		X	X						
D					X	X			
E		X	X		X	X			
F	X	X	X			X			
G			X	X		X	X		
H		X	X			X			
I	X	X	X	X		X		X	X
J	X	X							X
K			X						
L	X	X	X					X	X
M		X	X						X
N	X			X					
O			X			X			

Response Rate and General Usage Data

Questionnaires were mailed to 455 faculty members. Twelve questionnaires were returned to the researcher unopened. There were 368 questionnaires answered and returned, or 84.0 percent of the 438 questionnaires which were received by the faculty members. Data from four of these responses were discarded because the information was incomplete. The remaining 364 responses, or 83.1 percent, were used to compute the data analysis. Three institutions had a response rate of over 90 percent. Only one institution had a response rate of less than 75 percent. The information concerning the rate of response of questionnaires used in the data analyses is shown in Table 7.

All respondents were asked to indicate whether they thought educational television was a valuable instructional aid. From the total responses, 341, or 93.6, percent marked that television was a valuable instructional aid.

From the 364 returns, 193, or 53.0 percent, of those faculty members surveyed, indicated that they used television in some way as a part of the instruction of their courses. The remaining 171, or 47.0 percent, indicated that they did not use television for instruction. Of the 193 faculty members using television as a part of instruction, 178, or 92.2 percent, indicated that they used television within the classroom during the regularly scheduled class period. From the same 193 faculty members using television for instruction, 124, or 64.2 percent, stated that they used television at a time other than the

Table 7

Rate of Return of Questionnaire Mailed to Mississippi Public Junior College Faculty Members

Institution	N	Percent
A	49	73.1
B	23	92.0
C	10	76.9
D	15	88.2
E	13	76.5
F	27	84.4
G	13	92.9
H	33	89.2
I	6	85.7
J	15	83.3
K	26	89.7
L	71	78.9
M	26	83.9
N	11	91.7
O	26	89.7

regularly scheduled classroom period. Faculty members were allowed to mark both kinds of usage on the questionnaire so the total exceeds 193.

Statistical Testing of the Hypotheses

For the purpose of statistical testing, null hypotheses were developed for the eight independent variables to be measured against the use or non-use of television for instruction by the faculty members.

First hypothesis. The first hypothesis stated: There is no significant difference in the use of television for instruction between faculty members at Mississippi public junior colleges which receive full institutional support, moderate institutional support, and fair institutional support. These data are presented in Table 8.

Table 8

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to the Amount of Institutional Support Provided to the Media Center

	Institutional Support					
	Full		Moderate		Fair	
	N	Percent	N	Percent	N	Percent
Users	140	57.1	35	43.8	18	46.2
Non-Users	105	42.9	45	56.2	21	53.8
Total	245	100	80	100	39	100

Chi-square = 5.17; not significant at the .05 level

Over half of the faculty members surveyed at junior colleges which received full institutional support used television for instruction. Less than half of the faculty members surveyed at junior colleges receiving moderate and fair institutional support used television for instruction. The computed chi-square value of 5.17 is not significant at the .05 level. The null hypothesis was not rejected.

Second hypothesis. The second hypothesis stated: There is no significant difference in the use of television for instruction by Mississippi public junior college faculty members across institutions.

The percent of faculty members using television for instruction at the different Mississippi public junior colleges varies considerably. At seven of the institutions over 50 percent of the faculty members used television. The highest percentage of use was 70.4. The lowest percentage was 20.0. The media directors at two of the three institutions which had the lowest percent of utilization had indicated that television was not used for instruction. Three of the four institutions which indicated the greatest percent of utilization had been determined in the study as ones that provided full institutional support to the media center. The two institutions indicating the highest percent of utilization were not the two institutions with the highest rate of return of the questionnaires.

Table 9 shows the data on which the chi-square was calculated. A chi-square value of 32.29 was computed for the chi-square test for

Table 9

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to the Institution in which the Faculty Member Teaches

Institution	Faculty					
	Users		Non-Users		Total	
	N	Percent	N	Percent	N	Percent
A	33	67.3	16	32.7	49	100
B	14	60.9	9	39.1	23	100
C	4	40.0	6	60.0	10	100
D	7	46.7	8	53.3	15	100
E	4	30.8	9	69.2	13	100
F	10	37.0	17	63.0	27	100
G	7	53.8	6	46.2	13	100
H	18	54.5	15	45.5	33	100
I	2	33.3	4	66.7	6	100
J	3	20.0	12	80.0	15	100
K	14	53.8	12	46.2	26	100
L	50	70.4	21	29.6	71	100
M	11	42.3	15	57.7	26	100
N	7	63.6	4	36.4	11	100
O	9	34.6	17	65.4	26	100

Chi-square = 32.29, significant at the .01 level

independence. This value is significant at the .01 level. The null hypothesis was rejected.

Third hypothesis. The third hypothesis stated: There is no significant difference in the use of television for instruction between male Mississippi public junior college faculty members and female Mississippi public junior college faculty members.

A chi-square test for independence incorporating the Yates correction formula was used to determine the significance between the use of television for instruction by the faculty members and the sex of the faculty member. The use and non-use was approximately 50 percent for both sexes. The results showed that there was no significant difference at the .05 level. The null hypothesis was not rejected. The results are presented in Table 10.

Table 10

The Relationship of the Use or Non-use of Television for Instruction in Mississippi Public Junior Colleges to the Sex of the Faculty Member

Faculty	Male N	Male Percent	Female N	Female Percent
Users	83	49.4	110	56.1
Non-Users	85	50.6	86	43.9
Totals	168	100	196	100

Chi-square incorporating the Yates correction formula = 1.38

Not significant at the .05 level

Fourth hypothesis. The fourth hypothesis stated: There is no significant difference in the use of television for instruction between Mississippi public junior college faculty members in the age categories of 29 and under, 30 to 39, 40 to 49, 50 to 59, and 60 and above.

The highest rate of use of television for instruction occurred in the age category of 30 to 39. Those faculty members in the age category of 60 and above used television for instruction the least. These two groups also represented the largest and the smallest age categories respectively for the sample population. The computed chi-square value of 3.90 is not significant at the .05 level. The null hypothesis was not rejected. The data are shown in Table 11.

Table 11

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to the Age of the Faculty Member

	Faculty					
	Users		Non-Users		Total	
Age	N	Percent	N	Percent	N	Percent
29 and Under	16	55.2	13	44.8	29	100
30-39	75	58.6	53	41.4	128	100
40-49	61	52.1	56	47.9	117	100
50-59	31	47.0	35	53.0	66	100
60 and Above	10	41.7	14	58.3	24	100

Chi-square = 3.90; not significant at the .05 level

Fifth hypothesis. The fifth hypothesis stated: There is no significant difference in the use of television for instruction between Mississippi public junior college faculty members whose highest level of degree is associate or certificate, baccalaureate, masters or specialist, and doctorate.

The faculty members holding doctorate degrees used television for instruction most. Those with associate or certificate level degrees used television the least. The chi-square value of 5.55 is not significant at the .05 level. The null hypothesis was not rejected. Table 12 presents these data.

Table 12

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to the Highest Degree Held by the Faculty Member

	Faculty					
	Users		Non-Users		Total	
Degree	N	Percent	N	Percent	N	Percent
Associate or Certificate	21	39.6	32	60.4	53	100
Baccalaureate	20	52.6	18	47.4	38	100
Masters or Specialist	131	54.6	109	45.4	240	100
Doctorate	21	63.6	12	36.4	33	100

Chi-square = 5.55; not significant at the .05 level

Sixth hypothesis. The sixth hypothesis stated: There is no significant difference in the use of television for instruction by Mississippi public junior college faculty members across disciplines.

Faculty members in the fine arts courses used television for instruction more than those in any of the other disciplines. A high percentage of faculty members who taught language arts courses used television for instruction. The lowest percentage of faculty members who used television for instruction were those in the mathematics discipline. The computed chi-square value of 43.92 is significant at the .01 level. The null hypothesis was rejected. The data are presented in Table 13.

Seventh hypothesis. The seventh hypothesis stated: There is no significant difference in the use of television for instruction between Mississippi public junior college faculty members who have previously been taught with the aid of television and those faculty members who have not previously been taught with the aid of television.

More than twice as many faculty members had not previously been taught with the aid of television than those who had previously been taught with television. Of those who were previously taught with the aid of television, over 70 percent used television as a part of their own course instruction. The Yates correction formula was incorporated into the chi-square computation. The chi-square value of 15.33 is significant at the .01 level. The null hypothesis was rejected. The data are presented in Table 14.

Table 13

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to the Teaching Discipline of the Faculty Member

	Faculty					
	Users		Non-Users		Total	
Discipline	N	Percent	N	Percent	N	Percent
Language Arts	38	71.7	15	28.3	53	100
Mathematics	5	20.8	19	79.2	24	100
Science	15	57.7	11	42.3	26	100
Social Science	26	60.5	17	39.5	43	100
Business	14	30.4	32	69.6	46	100
Health and Medical	35	64.8	19	35.2	54	100
Physical Education	6	50.0	6	50.0	12	100
Fine Arts	27	75.0	9	25.0	36	100
Vocational and Technical	27	38.6	43	61.4	70	100

Chi-square = 43.92; significant at the .01 level

Table 14

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to whether the Faculty Member was Taught by Television

Faculty	Taught by TV N	Taught by TV Percent	Not Taught by TV N	Not Taught by TV Percent
Users	69	70.4	124	46.6
Non-Users	29	29.6	142	53.4
Totals	98	100	266	100

Chi-square incorporating the Yates correction formula = 15.33

Significant at the .01 level

Eighth hypothesis: The eighth hypothesis stated: There is no significant difference in the use of television for instruction by Mississippi public junior college faculty members who have been trained in the use of television for instruction and those faculty members who have not been trained in the use of television for instruction.

Most Mississippi public junior college faculty members had not been trained in the use of television for instruction, and more than half of them did not use television as a part of their course instruction. Over 70 percent of the faculty members who had been trained in the use of television for instruction used television as a part of their course instruction. The Yates correction formula was applied to the chi-square computation. The chi-square value of 23.31 is significant at the .01

level. The null hypothesis was rejected. Table 15 is a presentation of the data.

Table 15

The Relationship of the Use or Non-Use of Television for Instruction in Mississippi Public Junior Colleges to whether the Faculty Member was Trained in the Use of Television

Faculty	Trained in Using TV N	Trained in Using TV Percent	Not Trained in Using TV N	Not Trained in Using TV Percent
Users	77	73.3	116	44.8
Non-Users	28	26.7	143	55.2
Totals	105	100	259	100

Chi-square incorporating the Yates correction formula = 23.31

Significant at the .01 level

Additional Data from Faculty Members

Faculty members who used television for instruction were asked to mark which services provided by the media center they used. They were allowed to mark more than one service, so the total was greater than the total number of faculty members who used television for instruction. Assistance in setting up the equipment was marked by 150 faculty members. Having the media specialist tape programs was the second most used service. Only 33 faculty members stated that they participated in the formal in-service training in the use of television. The data collected from these questionnaire items are shown in Table 16.

Table 16

Faculty Utilization of Services Provided by Mississippi Public Junior College Media Centers

Services	N	Percent[a]
Assistance in Setting up Equipment	150	77.7
Taping Programs Requested by Faculty Members	148	76.6
Catalog of Programming Available	128	66.3
Classrooms Designed for Media Presentations	115	59.5
Notification of New Programming	95	49.2
Supplementary Print Materials	58	30.0
Formal In-Service or Workshop Training in the Use of Television	33	17.0

[a]Percent is based on a total N of 193

In response to the question of what factors influenced faculty members in the use of television, 131 faculty members identified available programming as a factor. The next highest response was personal experience with educational television which was marked by 77 faculty members who used television. Only 19 faculty members stated that they were influenced by their department chairman to use television. Faculty members were allowed to mark more than one factor. Therefore, the total was higher than the total number of faculty members who used television. These factors of influence are presented in Table 17.

All faculty members, including those who used television for instruction and those who did not use television, were asked to indicate what they perceived as needs for the institution to be able to have an effective program of television for instruction. Responses from faculty members who used television were very similar to the responses from faculty members who did not use television. The needs which were mentioned most often were appropriate programming, additional equipment, and formal in-service training in the use of television. Of the faculty members who did not use television, 71 indicated in-service training as a need; 62 of the faculty members who did use television marked in-service training as a need. From this same group of 193 faculty members who used television, only 33 had indicated earlier that they used the in-service training that was provided. A large number of both faculty members and media specialists indicated additional equipment as a need. Faculty members were allowed to mark more than one need. The sums and percentages of these data are presented in Table 18.

Table 17

Other Factors of Influence on the Utilization of Television for Instruction by Mississippi Public Junior College Faculty Members

Factors	N	Percent[a]
Programming Available	131	67.8
Personal Experience with Educational Television	77	39.8
Personal Training	52	26.9
Encouragement from Students	37	19.1
Encouragement from the Media Specialist	32	16.5
Encouragement from Other Faculty Members	27	13.9
Encouragement from Department Chairman	19	9.8

[a]Percent is based on a total N of 193

Table 18

Needs for Effective Use of Television as Perceived by Mississippi Public Junior College Faculty Members

Need	Faculty					
	N	User Percent [a]	N	Non-User Percent [b]	N	Total Percent [c]
Appropriate Programming	79	40.9	70	40.9	149	40.9
Additional Equipment	89	46.1	52	30.4	141	38.7
Formal In-Service or Workshop Training in the Use of Television	62	32.1	71	41.5	133	36.5
Additional Pre-Recorded Tapes	74	38.3	42	24.5	116	31.8
Up-to-date Equipment	55	28.4	60	35.0	115	31.5
Institutional Support	47	24.3	62	36.2	109	29.9
Catalogs or other Notification of Programming Available	53	27.4	55	32.1	108	29.6
Classrooms Designed for Media Presentations	44	22.7	54	31.5	98	26.9
Supplementary Print Materials	41	21.2	38	22.2	79	21.7
Appropriate Scheduling of Programming	34	17.6	32	18.7	66	18.1
Assistance in Setting up Equipment	21	10.8	22	12.8	43	11.8

[a]Percent is based on a total N of 193

[b]Percent is based on a total N of 171

[c]Percent is based on a total N of 364

Further analysis of the availability and utilization of in-service training in the effective use of television is presented in Table 19.

Table 19

The Availability and Utilization of In-Service Training In Mississippi Public Junior Colleges

Institution	In-Service Offered	Percent of Faculty Utilizing In-Service	Percent of Faculty Indicating In-Service Need
A	Yes	12.0	24.0
B	Yes	16.6	33.3
C	No	0.0	27.2
D	No	6.2	50.0
E	Yes	7.1	28.5
F	No	0.0	42.8
G	Yes	14.2	50.0
H	Yes	8.8	26.4
I	No	0.0	1.8
J	No	0.0	75.0
K	No	3.7	33.3
L	Yes	19.4	36.1
M	No	0.0	37.0
N	Yes	[illegible].3	8.3
O	No	0.0	37.0

Data from Personal Interviews

Personal interviews were conducted at seven Mississippi public junior colleges during June, 1984. These institutions included those with a high rate of utilization of television, a moderate rate of utilization, and a low rate of utilization. The media directors and a representative sample of academic deans, directors of continuing education, and faculty members were consulted.

Academic Deans

Most academic deans spoke very favorably of MAETV and the use of television in general on their campuses. They were interested in incorporating any technique that would help improve instruction. One academic dean did express concern for the lack of interest in higher education that had been shown by MAETV personnel. He also stated that teachers were expected to be teaching during their class periods, not showing television. He added that television could be used as a supplement at some time other than the regular class period.

Limited in-service training in the use of television was provided during faculty orientation at most junior colleges. Thorough participation in the in-service training was left up to the discretion of the faculty member. Many academic deans believed that incorporating in-service training into the professional staff development programs on campus would be beneficial. They realized that all faculty members

should know how to use television effectively as a part of instruction, but the deans were not advocating requiring faculty members to use television. No academic deans were requiring such in-service training though.

These academic deans indicated that there were enough common objectives in most academic transfer courses and many vocational courses for programming to be provided that could be used by all Mississippi public junior colleges. They also suggested that MAETV should be the central agency for such programming since cooperation among the Mississippi public junior colleges was difficult. They also indicated that they would be willing to share in the cost of programming that MAETV could lease that would be too expensive for any one junior college to purchase. They were aware of the restrictions imposed by the copyright guidelines.

In their position they thought that videotapes could be a valuable assistance to professional staff development. They requested programming dealing with budgets, office management, public relations, and communications.

Most deans expressed the need for more money. Without it, little expansion or increased emphasis could be put on the use of television. In at least one junior college, the media director was not replaced, and all of the media responsibilities had been assigned to the librarian. At that institution faculty utilization of television had decreased drastically within the last year.

Media Directors

The media directors on the Mississippi public junior college campuses considered the media center as a service department. They did very little to initiate the utilization of television, but they were always willing to assist in any way when asked. Very few media directors ever secured programming that had not specifically been requested in advance by a faculty member. No directors were automatically included in curriculum or instructional development. Most were considered to be a media technician rather than a media educator.

Most media directors were not considered to hold an important administrative position. They were not included in the state-wide administrative meetings which included junior college presidents, vice presidents, deans, directors of continuing education, and library directors. This lack of contact with other media directors was regarded as a serious problem. They believed that meeting with the directors of other junior colleges would be very beneficial. Although this need was expressed, no directors were in a position to be responsible for organizing such meetings. Their suggestion was for MAETV to organize a meeting for all media directors at least once a year so that they could meet with each other as well as strengthen their contact with MAETV personnel. They could also be included in the quarterly meetings organized by the junior college commission.

Media directors were not involved in conducting formal in-service training during the last academic year. In-service training was conducted on a one-to-one basis when requested. For this reason some media directors did not indicate that in-service training was provided. This discrepancy explained why there was utilization of in-service training on campuses which did not offer it as indicated in Table 19. The media directors were in agreement with the academic deans that all faculty members would benefit from the in-service training. They also realized that such a requirement would have to come from top level administration. Most thought that they should conduct the in-service training, but that they could be assisted by MAETV personnel.

All media directors were quite knowledgeable of the copyright guidelines and were very concerned about the limitations that these restrictions placed on education. Most directors tried to follow the guidelines. They indicated that they were willing to work with MAETV personnel to try to alter some of the guidelines for educational purposes.

Institutional support was given to the media centers, but all experienced the problem of a shortage of funds. At one institution the librarian had to take over ali of the responsibilities of the media center when the director was not replaced. Television was not considered as a high priority by the librarian. Because of the added responsibilities, the librarian imposed stricter regulations on the utilization of video. These restrictions were met with much resentment

from the faculty members. Consequently, utilization decreased. Funds for a separate media director and for additional equipment would eliminate many of the utilization problems at that institution.

These restrictions on the utilization of video were not representative of the attitudes of other media directors. Most media directors did everything possible to help the faculty members who were interested in using television. Television hardware was available in several buildings at most institutions. Software was often checked out indefinitely to departments. A few directors allowed students to check out software but not hardware.

Several suggestions were offered when the media directors were asked how MAETV could be of assistance to them. They needed assistance in locating funds to purchase hardware and software. They were interested in having MAETV sponsor meetings so that all of the junior college media directors could work with each other. At one institution there were no timers on the equipment. That director requested that the programming be aired during the day. Two institutions in north Mississippi complained of the difficulty in getting good reception of the television signal. The installation of cable on campus would help, but they requested that MAETV investigate the signal and the quality of the reception in north Mississippi.

Continuing Education Directors

Continuing education directors were pleased with the emphasis that had been given to their program. They believed that the higher education council on educational television was very beneficial. Each

director was interested in including all curricula in continuing education. They believed that the use of television in continuing education could influence the use of television in the regular classes on campus too. They realized that the programming was only beginning, and they were anticipating increased emphasis and support from MAETV. These interviews revealed that the directors of continuing education were not working or cooperating with the media directors and the media center at all. Cooperation in their efforts could benefit both departments.

Faculty Members

The attitudes of the faculty members at Mississippi public junior colleges did not reflect the attitudes of faculty members throughout the nation. Faculty members at two-year and four-year institutions were generally very resistant to the use of television as a part of their instruction. In Mississippi most faculty members were receptive to the use of television as an instructional aid. Those faculty members who were not using television most often indicated that it was the lack of proper programming and the shortage of equipment that had kept them from using television, not their attitude about television. They realized that limited funds and copyright restrictions had contributed to the problem.

Of those faculty members who did use television, most of them incorporated it into the scheduled class time. Their major problem was that many of the best programs could not be shown in only one class period. They preferred to use programs which were no more than 30

minutes long. Faculty members also used television at a time other than the regular class period. Some of these supplemental assignments were required; others were optional. Very few faculty members used the print materials provided by MAETV. In order to use the programming now offered through MAETV, faculty members had to show programs that had been designated for secondary education. Although it was not the best situation, the junior college faculty members did not indicate that this repetition was a major problem since their higher education approach and emphasis to the programs were different from those given in secondary education.

In-service training in the effective use of television was not indicated as a priority by the faculty members who were interviewed. These faculty members understood the mechanics involved in using television, so they did not recognize the need for in-service training. Very few faculty members reflected an understanding of the various methods of using television effectively. Most showed a program and conducted a limited follow-up discussion. A few did a preliminary discussion of the program. The faculty members did not have a total understanding of what was involved in in-service training. Most faculty members used the medium of television rather than another medium because it was convenient and because it was accepted as the current instructional method. Most department chairpersons who were interviewed did realize the importance of in-service training. They wanted their faculty members to know how to use television. These chairpersons were willing to require or at least encourage their

faculty members to participate in the training. Most faculty members who were interested in the training wanted the media director to conduct the training rather than MAETV personnel. The attitude was that the specialists from MAETV might be used as consultants but that they would not understand the specific needs and problems of the faculty members. The media director would have the knowledge of the local situation.

Faculty members were asked how MAETV could assist them. Their response dealt primarily with programming. They suggested that MAETV could purchase or lease various programs that they could not afford to purchase at their institution. They also suggested that MAETV might provide some type of screening committee and sponsor a video festival. Faculty members were having difficulty knowing what programming was available and finding objective reviews of the programming. All faculty members stated that they should be consulted and should become actively involved in the selection, development, content, format, and approach of any programming that was to be directed toward higher education. They hoped that some compensation could be awarded for their involvement. At one institution the faculty members suggested that MAETV sponsor a workshop on interactive video. Faculty members had several suggestions for programming that could be used with the curricula of the Mississippi public junior colleges (see Appendix C).

CHAPTER 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The first section of this chapter is a summary of the purpose and design of the study. The findings obtained from the study are restated in the second section of the chapter. Next, conclusions which have been drawn from the related literature and the findings of the study are presented. The last section of the chapter is a list of recommendations which are based on the research conducted for the study.

Summary

Five of the purposes of the study were related to the media centers of the Mississippi public junior colleges. The media specialists at each of the junior colleges completed a questionnaire which provided the descriptive data. They were asked to indicate the types of institutional support they received; the amount of hardware and software available on their campus; the kinds of usage, if any, that television had on their campus; their amount of contact with the Mississippi

Authority for Educational Television (MAETV); and the needs that they perceived for effective utilization of television.

Twelve of the purposes of the study were related to the utilization of television for instruction by Mississippi public junior college faculty members. Faculty members completed a separate questionnaire noting if they used television for instruction and, if so, how they used television as an instructional aid in their course. A chi-square test for independence was computed to determine the relationship of the use or non-use of television for instruction by the faculty members to eight independent variables. The level of significance was set at .05. When one degree of freedom existed, the Yates correction formula was incorporated into the chi-square analysis of the data. The eight variables were the degree of institutional support, the institution, the sex, the age, the highest degree held, the teaching discipline, the experience of having been taught by television, and the training in the use of television for instruction of the faculty members. The results of the chi-square analyses indicated that the use of television was significantly related to four of the variables and not significantly related to the other four variables. Related to the utilization of television were the variables of the institution in which the faculty member taught, the discipline which the faculty member taught, the experience of the faculty member of having been taught by television, and the training of

the faculty member in the use of television. All four of these factors were significant at the .01 level. The four variables which were not found to be significantly related to the utilization of television were the degree of institutional support given to the media center, the sex of the faculty member, the age of the faculty member, and the highest degree held by the faculty member. Additional data were collected from the faculty members concerning their utilization of the services provided by the media center, other factors which influenced their use of television, and the needs that they perceived for effective use of television for instruction.

Findings

Information was obtained from the media directors of the 15 Mississippi public junior colleges. Analysis of the data showed that eight media centers received full institutional support based on the criteria used in the study. Five media centers received moderate support, and two received fair support. The relationship of the utilization of television by faculty members was not found to be significant to the degree of institutional support given to the media center. These data for Mississippi differ from those in the national study. Dirr, Katz, and Pedone (1981) found that strong institutional commitment was one of the major factors contributing to the use of television for instruction.

Only one Mississippi public junior college media center did not provide any television hardware for the faculty members to use. Five media centers did not have a collection of software. Eleven media directors indicated that having more equipment was a need. Eight directors indicated that they needed more up-to-date equipment. The media directors at nine media centers listed more videotapes as a need.

Only two media specialists indicated that television was not used for instruction at the institution. The other most frequent uses of television on campus were recruitment, promotion, remedial training, and counseling. The utilization of television in Mississippi public junior colleges is very similar to the types of utilization in two-year colleges throughout the nation (Dirr, Katz, & Pedone, 1981).

Two media directors from the thirteen institutions where television was used noted that they were not in contact with MAETV at all. Only one media director was in contact with MAETV as many as seven to nine times a semester. Eight media directors were in contact with MAETV one to three times a semester, and two directors were in contact four to six times a semester.

A questionnaire was mailed to a sample population of 450 faculty members in the 15 Mississippi public junior colleges. Analysis of the data from the 364 responses used in the study showed that over 90 percent of the faculty members in the junior colleges thought that televi-

sion was a valuable instructional aid. Yet, only 53 percent of the faculty members actually used television for instruction. This rate was far below the rate in the national study which indicated that 72 percent of the faculty members in two-year colleges used television for instruction (Dirr, Katz, & Pedone, 1981).

The utilization of television was significantly related to the institution in which a faculty member taught. Not enough research was done in the study to determine the reasons for this relationship, but some patterns did emerge. The two junior colleges in Mississippi with the highest percentage of utilization of television had full institutional support, had more television sets per faculty member, and had the largest videotape libraries. These two institutions had large media staffs, and their facilities included several separate rooms designed for media presentations.

The teaching discipline of the faculty members was highly significant to their use of television. Those faculty members in the disciplines of fine arts, language arts, and health and medical related courses utilized television most often. These findings were not in support of the theory that faculty members in the humanities disciplines resist technology and innovation (Evans, 1970; Feldhusen, 1980). The high use of television in the health and medical fields had been noted in several studies (Lewis, 1983; Thornton & Brown, 1968; Yanoff,

Allender, & Manuel, 1978). Conclusive information was not gathered in the study to determine the reasons for these patterns of utilization.

Having been taught by television was very significant to the use or non-use of television. But, from those faculty members in Mississippi public junior colleges who did use television for instruction, only 39.8 percent indicated that their experience of having been taught by television was a factor influencing their utilization. These findings support other studies conducted by Lewis (1983) and Russell (1979).

Having been trained in the use of television was very significant to the use or non-use of television. The service of the media center most often used by the faculty members was assistance in setting up equipment. Faculty members also indicated that the service they used least was the in-service training provided by the media center. Of those faculty members who did use television for instruction, only 26.9 percent stated that training in the use of television was a factor of influence in their utilization. Of those same faculty members who did utilize television, 44.5 percent perceived in-service training as a need. Of those who did not use television, only 27.4 percent perceived in-service training as a need. The reasons for this lack of interest in understanding how to set up the equipment have not been determined in this study.

No significant difference exists between the utilization of television and the sex, the age, or the highest degree held by faculty members. These findings differ slightly from earlier research (Coder, 1983; Evans, 1970 Feldhusen, 1980; Keppel & Chickering, 1981).

All faculty members surveyed were asked to respond to items they perceived as needs for the effective use of television. The three needs mentioned most often in ranked order were appropriate programming, additional equipment, and in-service training. Appropriate programming was noted by 40.9 percent of the total faculty members surveyed, additional equipment by 38.7 percent, and in-service training by 36.5 percent. When dealing with the responses of the faculty members who used television and faculty members who did not use television, the needs noted most often changed slightly. Faculty members who used television indicated the three greatest needs as additional equipment, appropriate programming and additional videotapes. Additional equipment was mentioned by 46.1 percent, appropriate programming by 40.9 percent, and additional videotapes by 38.3 percent. Responses from those faculty members who did not use television reflected appropriate programming, institutional support, and up-to-date equipment as the three major needs. The percentage of these faculty members indicating appropriate programming was 40.9; the percentage indicating institutional support

was 36.2; and the percentage indicating up-to-date equipment was 35.0. Personal interviews reinforced the findings from the questionnaires.

Conclusions

Based on the findings of the study and the review of the related literature, several conclusions are drawn. The rate of the utilization of television for instruction in Mississippi public junior colleges is below the national rate of utilization. The patterns of utilization in Mississippi are very similar to the national patterns. Although Mississippi is presently behind the national rate of utilization, indications are that the utilization of television for instruction in Mississippi public junior colleges will reach that of the national rate.

Institutional support of the media center is important to the use of television. Measuring institutional support is difficult because the term is hard to define. What is perceived as support by a media director may not be perceived as important support by a faculty member. Although the utilization of television was not significantly related to the degree of institutional support in the study, the media directors indicated institutional support as a need. Faculty members, especially those who did not use television, also indicated institutional support as a need.

Some disciplines lend themselves more readily to the utilization of television than other disciplines. Fine arts and humanities courses are

often concerned with self-expression and with the accuracy and precision of performance. Health and medical courses emphasize detail and accuracy of procedures. Television is effective in teaching these.

The greatest concern expressed by faculty members was the lack of appropriate programming. Faculty members are not consulted enough by the junior college media specialist or by MAETV personnel about their programming needs. The college media specialists and the MAETV utilization specialists do not consult each other enough during the semester.

In-service training in the effective use of television is necessary for a high rate of utilization. Mississippi public junior college faculty members do not receive or do not take advantage of in-service training in the use of television for instruction.

There is not enough television hardware and software in the public junior colleges in Mississippi. Both the media specialists and the faculty members indicated that the hardware and software available on their campuses were inadequate.

Recommendations

Based on the findings of the research and the review of the related literature, the following recommendations are proposed:

1. The Mississippi Authority for Educational Television should broaden its scope to include higher education.

2. The institutional administration and the media specialists should encourage and promote the use of television in order to increase teacher effectiveness. The administration should include the media director in the instructional development process.

3. Additional research should be conducted to ascertain what factors cause television to be used to a greater extent in one institution than in another institution.

4. Additional research should be conducted to determine what characteristics of a discipline cause television to be utilized in one discipline more than in another discipline.

5. Faculty members should be consulted about their programming needs. These results should be discussed with the media specialists and with programming directors at MAETV in order to meet the programming needs of the faculty members. Media directors and MAETV utilization specialists should establish more contact with one another.

6. Existing in-service training programs should be promoted. Where no in-service training exists, programs should begin. The utilization specialists at MAETV should assist in these programs.

7. Hardware and software collections at Mississippi public junior colleges should be evaluated, brought up-to-date, and increased.

8. All junior college media directors should be given the opportunity to meet together periodically either through the Junior College Commision or through MAETV.

9. Some junior college media directors should be included on the higher education council of educational television.

10. A list of possible funding sources should be provided to each junior college media director.

11. The educational television signal provided for north Mississippi should be checked for its effectiveness.

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14. Are you a member of any of the following organizations? Check ALL that apply.

_____14a. American Library Association (ALA)
_____14b. Southeastern Library Association (SELA)
_____14c. Mississippi Library Association (MLA)
_____14d. Mississippi Association for Media Educators (MAME)
_____14e. Association for Educational Communication and Technology (AECT)
_____14f. Other media-related organizations (specify) _____

_____ _____

15. Please indicate the number of the following pieces of equipment that you have.

_____ 15a. TV monitor/receiver
_____ 15b. Video tape player/recorder
_____ 15c. Video tape player only
_____ 15d. Video tape studio camera
_____ 15e. Video tape protapac camera
_____ 15f. Wide screen video projection
_____ 15g. Video disc player

16. Please indicate approximately how many hours of video tape you have in your media library.

_____

17a. Are all pieces of video equipment and tapes kept in one centralized location?

_____ Yes
_____ No

17b. If NO, which department keeps the most equipment and tapes?

_____

18. How often are you in contact with the Mississippi Authority for Educational Television?

_____18a. Not at all
_____18b. 1-3 times an academic year
_____18c. 4-6 times an academic year
_____18d. 7-9 times an academic year
_____18e. 10 or more times an academic year.

19. Do you offer any in-service training/ workshop in the use of television for the faculty?

_____ Yes
_____ No

20. Please indicate which of the following you perceive as a need for the effective use of television for instruction at your institution. Check ALL that apply. If you check MORE THAN ONE item, please CIRCLE the one item that you consider to be your greatest need.

_____20a. Institutional support
_____20b. Up-to-date equipment
_____20c. Additional equipment
_____20d. Appropriate programming
_____20e. Appropriate scheduling of programming
_____20f. Additional pre-recorded video tapes
_____20g. Supplementary print materials
_____20h. In-service training
_____20i. Proper facility for showing programming

If you have additional comments about your institution's use of television which you think might be helpful to this study, please indicate them on a separate sheet of paper and return them with this questionnaire.

Thank you for your cooperation and assistance.

QUESTIONNAIRE FOR MEDIA DIRECTORS

DIRECTIONS: Please respond to the following items as indicated. Most items require only a check (X) to be put in the appropriate blank(s). Some items also ask you then to CIRCLE a particular response. A few items ask you to fill in the blank provided with the proper response.

1. Please indicate the name of your institution.

_____

2. How many professionally trained people are on your staff?

_____ 2a. Full-time
_____ 2b. Part-time

3. How many non-professional people are on your staff?

_____ 3a. Full-time
_____ 3b. Part-time

4. Does your media center have its own separate budget?

_____ Yes
_____ No

5a. Does your media center have any classrooms specifically designed for the use of media?

_____ Yes
_____ No

5b. If the answer is YES, how many of these classrooms do you have?

_____

6. **Please indicate the ways in which your institution uses television. Check ALL that apply.**

_____ 6a. Television is NOT used

_____ 6b. Telecourses for credit or for non-credit

_____ 6c. Instructional aid WITHIN the classroom

_____ 6d. Instructional aid OUTSIDE the classroom

_____ 6e. Remedial instruction

_____ 6f. Counseling (role playing, self reflection, etc.)

_____ 6g. Recruitment/promotion (to attract new students)

_____ 6h. Faculty/staff development

_____ 6i. Outreach (non-instructional services, community forums, information about the college to the community, etc.)

_____ 6j. Other (specify) _____

_____

IF YOU HAVE CHECKED ITEMS 6c., 6d., and/or 6e., PLEASE CONTINUE WITH ITEM 7.

IF YOU HAVE CHECKED ITEMS 6a., 6b., 6f., 6g., 6h., 6i., and/or 6j., PLEASE SKIP TO ITEM 20.

7. **Which type(s) of television outlet(s) do you use? Check ALL that apply and identify as indicated. If you check MORE THAN ONE outlet, please CIRCLE the outlet that you use most.**

_____7a. Public TV station(s)

Name or call letters

_____

_____7b. Commercial TV station(s)

Name or call letters

_____

_____7c. Cable system(s)

Name or call letters

_____

_____7d. Campus closed-circuit system

_____7e. Pre-recorded video tapes

_____7f. Other (specify) _____

_____

8. Please indicate how many years you have had a working relationship with the type of .elevision outlet circled in item 7.

_____

9. **Please describe your relationship with the television outlet(s). Check ALL that apply.**

_____9a. College and outlet co-produce programs

_____9b. College produces its own programs

_____9c. Outlet airs programs requested by the college

_____9d. Outlet airs programs that the outlet selects.

_____9e. Outlet provides college with dubbing services

_____9f. College dubs programs itself

_____9g. College purchases pre-recorded video tapes

_____9h. Outlet provides support print materials (schedules, guides, etc.)

_____9i. College provides support print materials

_____9j. Outlet provides other services

(specify) _____

_____9k. College provides other services

(specify) _____

10. Does your college provide television programming for all of its educational disciplines?

_____ Yes

_____ No

11. Please indicate which discipline has the largest number of programs available.

_____

12. Please indicate which discipline uses television programming most.

_____

13a. Is your institution a member of a consortium of colleges offering or producing televised courses and other services?

_____ Yes

_____ No

13b. If the answer is YES, please indicate its name and location.

_____

14. Do you think that educational television is a valuable instructional aid?

_____ Yes

_____ No

15. Please indicate which of the following you perceive as a need(s) for your institution to be able to provide the effective use of educational television. Check ALL that apply. If you check MORE THAN ONE item, please CIRCLE the one that you perceive as the greatest need.

_____15a. Institutional support

_____15b. Up-to-date equipment

_____15c. Additional equipment

_____15d. Appropriate programming (live and/or pre-recorded)

_____15e. Appropriate scheduling of programming

_____15f. Additional pre-recorded tapes

_____15g. Supplementary print materials (guides, worksheets, etc.)

_____15h. Catalogs or other notification of programming available

_____15i. Classrooms designed for media presentations

_____15j. Assistance in setting up equipment

_____15k. Formal in-service/workshop training in the use of television

_____15l. Other (specify)_____

_____

If you have additional comments about your institution's use of television which you think might be helpful to this study, please indicate them on a separate sheet of paper and return them with this questionnaire.

Thank you for your cooperation and assistance.

APPENDIX B

QUESTIONNAIRE FOR FACULTY MEMBERS

87/88

QUESTIONNAIRE FOR FACULTY MEMBERS

DIRECTIONS: Please respond to the following items as indicated. Most items require only a check (X) to be put in the appropriate blank(s). Some items also ask you then to CIRCLE a particular response. A few items ask you to fill in the blank provided with the proper response.

1. Please indicate the name of your institution.

_____

2. Please check the appropriate blank.

_____ Male

_____ Female

3. Please check the appropriate age category.

_____ 29 or under

_____ 30-39

_____ 40-49

_____ 50-59

_____ 60 or over

4. Please indicate your teaching discipline(s).

_____

_____

5. Please check the highest degree that you have received.

_____ Associate Degree

_____ Baccalaureate Degree

_____ Masters Degree

_____ Doctorate Degree

_____ Other (specify) _____

_____

6a. In your educational experience as a student, were you ever taught with the aid of television?

_____ Yes

_____ No

6b. If YES, please check at which type of school. Check ALL that apply. If you check MORE THAN ONE, please CIRCLE at which schooling level you received the most instruction from television.

_____ Elementary school

_____ Secondary school

_____ Junior college

_____ Senior college

7a. Have you ever had a course/workshop/in-service training in the use of educational television?

_____ Yes

_____ No

7b. If YES, who conducted the training?

_____ Local media staff

_____ College or university staff

_____ Mississippi Educational Television staff

_____ Other (specify) _____

_____

8. Do you use television in any way as a part of your instructional procedures in any of your courses?

_____ Yes

_____ No

If NO, why? _____

IF THE RESPONSE TO ITEM 8 IS YES, PLEASE CONTINUE WITH ITEM 9.

IF THE RESPONSE TO ITEM 8 IS NO, PLEASE SKIP TO ITEM 14.

9. Please indicate the way(s) in which you use television as a part of your instructional procedures. Check ALL that apply. If you check MORE THAN ONE item, please CIRCLE the way in which you use television most.

_____9a. In-class instructional aid (to help teach a basic concept)

_____9b. In-class supplemental information

_____9c. Out-of-class instructional aid

_____9d. Out-of-class supplemental information

_____9e. Out-of-class remedial instruction

_____9f. Other (specify) _____

_____

10. How many times during an academic year do you use television as a part of your IN-CLASS instruction?

_____10a. Not at all

_____10b. 1-3 times an academic year

_____10c. 4-6 times an academic year

_____10d. 7-9 times an academic year

_____10e. 10 or more times an academic year

11. How many times during an academic year do you use television as a part of your OUT-OF-CLASS assignments?

_____11a. Not at all

_____11b. 1-3 times an academic year

_____11c. 4-6 times an academic year

_____11d. 7-9 times an academic year

_____11e. 10 or more times an academic year

12. Which of the following services are provided to you from your media center? Check ALL that apply. If you check MORE THAN ONE item, please CIRCLE the service that you use most.

_____12a. Assistance in setting up the equipment

_____12b. Supplementary print materials (guides, worksheets, etc.)

_____12c. Formal in-service/workshop training in the use of television

_____12d. Classrooms designed for media presentations

_____12e. Catalog of programming available

_____12f. Notification of new programming

_____12g. Taping programs requested by faculty members.

_____12h. Other (specify) _____

_____

13. Please indicate any of the following factors that influence you in your use of television. Check ALL that apply. If you check MORE THAN ONE item, please CIRCLE the factor that influences you most.

_____13a. Personal training

_____13b. Personal experience with educational television

_____13c. Programming available

_____13d. Encouragement from department chairman

_____13e. Encouragement from other faculty members

_____13f. Encouragement from the media specialist

_____13g. Encouragement from students

_____13h. Other (specify) _____

_____

APPENDIX C

PROGRAMMING SUGGESTIONS

PROGRAMMING SUGGESTIONS

1. A composition series similar to the original Writing for a Reason series from Dallas County Community College
2. A professional staff development series dealing with the composition emphasis of teaching writing across the disciplines
3. More programs from the American Short Story series
4. A world literature short story series
5. An essay series similar to the short story series
6. More programs concerning early American literature
7. More programs on poets and poetry
8. A series on effective communication techniques
9. A program featuring various public, special, academic, and school libraries in Mississippi
10. Several short programs which reinforce French and Spanish conversation and grammar which are sophisticated enough for higher education
11. Several short sub-titled foreign language programs
12. A program highlighting famous first facts in Mississippi
13. Up-dated programs on health and nursing issues including the nursing process, drug use and abuse, types of cancer, the treatment of cancer, heart disease, and the treatment of heart disease

14. Programs based on the classical approach to physics and zoology
15. Programs for review and reinforcement in trigonometry, calculus, and algebra
16. Up-dated programs on regions of the United States, Latin America, and other regions of the world
17. Programs dealing with twentieth century European and Asian history
18. Biographical programs of famous people in history which can be shown in one class period
19. Up-dated programs on personality and value development
20. An overview program explaining information processing, electronic mail, and teleconferencing

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